

School Behaviour & Relationships Policy

Including: Drugs Policy, Anti-Bullying Policy, Mobile Phones Policy, ICT Acceptable Use Policy, School Uniform Policy, Use of Reasonable Force to Control or Restrain Students.



St John Payne Catholic School

Date of Issue	Review Date	Nominated Lead Member of Staff	Nominated Committee
Autumn 2025	Autumn 2027	Headteacher	Curriculum & Personnel

The Mission Statement underpins the values of the school and its Catholic ethos. The Behaviour Rules and Expectations as set out in this policy are very simple and clear. Parents and carers will see what we require from their children and what they can expect from St John Payne Catholic School from the Home School Agreement, which the parents of all new students are given when they accept a place at St John Payne Catholic School. Thus, through the school Behaviour Rules and Expectations and the Home School Agreement can be seen the three-fold partnership, between students, teachers and parents and carers, which is essential for supporting the development of students' self-discipline and which reflects the ideals and intentions of our Mission Statement.

The aim of this policy is to ensure a consistent approach by all and to establish good practice throughout the school. We must encourage an atmosphere of high expectations and the pursuit of excellence, and at the same time maintain a friendly, purposeful and caring atmosphere based fully on the Gospel teachings.

Forgiveness and reconciliation are at the heart of Christian experience. We are forgiven and, in turn, we must forgive unconditionally.

“Forgive whatever you have against anybody so that your Father in heaven may forgive you.” Mark 11:25.

Imperfection and failure are part of the process of growth, yet hope survives despite our failing often, if we can forgive one another and build afresh.

No one should leave a Catholic school feeling diminished as a person or rejected as an individual. Commitment to Christian education must always include forgiveness of self and others.

1. STATEMENT OF GENERAL PRINCIPLES

1.1 Introduction

The Governing Body is charged with a duty to set the framework for the School's Student Behaviour & Discipline Policy. In drawing up this statement of general principles, the Governing Body consults with the Headteacher, staff, parents and students. The resulting policy will be reviewed regularly.

1.2 The purpose of the School's Discipline & Student Behaviour Policy is to:-

- Fulfil the Governors duty of care to students and employees:
- Promote teaching and learning and high standards of attainment:
- Promote the wellbeing of all students.
- Promote the reputation of the school.

The Governing Body recognises that the Government has given powers to schools to regulate students' conduct, and to impose sanctions and where appropriate to exercise such powers in relation to situations that may occur outside of School that have a direct,

or indirect impact upon the life/functioning of the School, or the wellbeing of students. The Governors also acknowledge the power of search that has been given to schools via the Violent Crime Reduction Act 2006. The Governors are also aware of the School's responsibility to forward to the Police any evidence of criminal acts discovered in the course of such searches.

1.3 The Headteacher is responsible for:-

- Promoting self-discipline and a proper regard for authority amongst students.
- Encouraging good behaviour, respect for others and for striving to prevent all forms of bullying amongst students.
- For securing a standard of behaviour, which is in accordance with the ethos, and expectations of the School and that fosters towards a positive learning environment.
- Regulating the conduct of students.

To achieve the above, students will, as appropriate, receive information, guidance and, where necessary, structured support. This responsibility is delegated to and shared with all staff. Staff are therefore also expected to encourage good behaviour, respect amongst students and for each other, and to apply all rewards and sanctions reasonably and proportionately. The promotion of student discipline is also enhanced by the teaching of appropriate programmes of study and well planned, interesting and demanding lessons which are inclusive of the needs of all students.

1.4 The School is committed to:

- promoting Gospel values of respect, fairness and social inclusion and positive behaviour through active development of students' social, emotional, spiritual and behavioural skills.
- complying with equalities legislation to promote the well-being of students by improving outcomes for all students and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of students and good relations across the whole school community.
- ensuring that any sanctions to vulnerable students – such as those with special educational needs, physical or mental health needs, migrant and refugee students and looked-after children – are applied consistently, proportionately and reasonably in accordance with their needs, and that they receive behavioural support according to their need.
- taking all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.

- ensuring staff model good behaviour and never denigrate students or colleagues.
- keeping parents/carers informed of their child's behaviour, good as well as bad, using appropriate methods of engaging them and, where necessary, supporting them in meeting their parental responsibilities.
- working with other agencies to promote community cohesion and safety.

1.5 The School has the right to:-

- expect students' and parents'/carers' cooperation in maintaining an orderly climate for learning;
- expect students to respect the rights of other students and adults in the school;
- not to tolerate violence, threatening behaviour or abuse by students or parents/carers. If a parent/carer does not conduct him/herself properly, the school may ban them from the school premises and, if the parent/carer continues to cause nuisance or disturbance they may be liable to prosecution.
- take firm action against students who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the Police, as appropriate.

1.6 Students have the right to:-

- be taught in environments that are safe, conducive to learning and free from disruption
- expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, bullying, abuse, discrimination or harassment.
- appeal to the Headteacher/Governors and beyond if they believe the school has exercised its disciplinary authority unreasonably.

1.7 Parents/Carers have the right to:-

- be kept informed of their child's progress, including issues relating to their behaviour;
- expect their children to be safe, secure and respected in school;
- have any complaint with regard bullying of their child to be taken seriously and investigated/resolved as necessary.
- appeal to the Headteacher/Governors and beyond if they believe the school has exercised its disciplinary authority unreasonably.
appeal against a decision to exclude their child, first to the Governing Body and then, in cases of permanent suspension, to an Independent Review Panel.

1.8 Parents/Carers have the responsibility:-

- to respect the school's discipline and student behaviour policy and the disciplinary authority of school staff.
- to help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- to send their child to school each day punctually, suitably clothed, fed, rested, equipped and ready to learn.

- to ensure school staff are aware of any special educational needs or other personal factors, which may result in their child displaying behaviour outside the norm.
- to be prepared to work with the school to support their child's positive behaviour.
- to attend meetings with the Headteacher and other school staff, if requested, to discuss their child's behaviour.
- to adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.
- if their child is excluded from the school to ensure the child is not found in a public place during school hours in the first five days of suspension and, if invited, to attend a reintegration interview with the school at the end of a fixed period suspension.

2. SCHOOL ETHOS

We believe and practise in the daily life of the School, that each individual is unique and that any discrimination on the grounds of race, gender, colour, religious belief, disability or sexual orientation is not only against the law of the land but a serious moral failure. The full aim of our pastoral care ethos is to reinforce and develop the uniqueness of each individual and their responsibility to Christ and their neighbour, and to develop a deep sense of responsibility in each of us for other individuals.

In practical terms, the vision outlined above must be served by rules and structures which direct and encourage a uniquely Christian way of living within our school community. Our School rules have been designed to make our School a safe and happy working community, and to direct each individual towards making their own contribution to this goal. Our School Behaviour Rules & Expectations are brought to the attention of parents/carers and students on an annual basis through letters and assemblies and are developed from the following key principles:-

Our School is a Catholic Christian community of which we are all part of and have a duty to care for:

- Students must treat each other, visitors and staff at all times with courtesy and respect.
- Teachers at our School are dedicated public servants. They will always show students respect. We as a School expect the same to be returned.
- Students must also respect the property of the School and that of other students.
- Bullying of any kind will not be tolerated, nor will the harassment or attempted intimidation of any member of staff.
- We are a Catholic community, and students must therefore show respect for the prayer life and religious worship of our School community.
- Students must never bring false witness against another student or member of staff.
- Our School expects all students to strive to achieve the highest levels of attendance and punctuality.
- Students have a right to learn, and therefore disruptive behaviour in lessons cannot be tolerated.

- Home study is designed to enable all students to achieve their potential. Work that is set must therefore be completed correctly and handed in on time.
- Uniform:-our uniform identifies our School, and also helps all to have a sense of belonging. Our School uniform must, therefore, be worn in accordance with our code of dress in Appendix E.
- Travelling to and from School. Students must always travel to and from School, in a safe, sensible and courteous manner.
- Health & Safety. Students must always act in a manner that protects the health & safety of both themselves and others. This will be achieved by following the School rules and advice in this matter.
- Students must respect our local environment and property of our neighbours in the local community. Students must respect the movement of our neighbours when they are coming to or going home from school.

3. REWARDS AND SANCTIONS

Our School endeavours to encourage students to behave in an appropriate and constructive manner, through setting high standards of expectations, which are clearly and regularly communicated to the student body. Through a culture of praise and recognition, we seek to affirm good behaviour and achievement. The primary purpose of our school is to educate young people with regard to their behaviour in accordance with a Christian way of living within a community of learning. In accordance with the School's Mission Statement, we promote the developmental care of each individual student. We recognise that young people flourish within an atmosphere of reward and praise.

- Our School rules and procedures are supported by a wide range of rewards and sanctions. The aim is to promote positive behaviours and to demonstrate that misbehaviour is not acceptable. In serious cases of misconduct, the sanction of fixed term suspension or permanent suspension may be Verbal Praise
- House Points/Achievement Points
- House Point Awards; Bronze, Silver, Gold, etc.
- Phone call/email home
- Postcards home
- Prefect status
- Prizegiving evening - effort, attainment and citizenship awards Certificate evening special awards
- Rewards for attendance
- Servants of Faith awards

All members of staff are encouraged to award House Points, if and when they are deserved. The number of House Points awarded each week is unlimited and left to the member of staff's own professional judgement. House Points may be awarded for many reasons; these include academic work and service to the school. The following list is used as a guide:

- Good work, written or practical

- Presentation or performance
- Participation in class, verbal answers

Taking part in, and preparing appropriate. In all cases, sanctions are imposed in a just, reasonable and proportionate manner that will reflect and acknowledge the gravity of the misbehaviour.

3.1 Rewards

At St John Payne Catholic School positive action is valued and actively encouraged. The following rewards are used. (This is not an exhaustive list.)

- Form assemblies
- Reading at and/or participating in Head Teacher's, Year Head, and House assemblies
- After school activities, e.g. choir, sporting events & special activities.
- Other actions, which go beyond, expected courtesy and good manners.

3.2 Sanctions

The School has devised and continually reviews its associated systems.

When students do not respond in a positive manner to praise or warnings then sanctions may be necessary. When sanctions are necessary they will always be proportionate and imposed in such a way that the dignity of the individual is respected.

Sanctions can include behaviour points coupled with lunchtime or after school detentions, time in a department's exit room or time in the inclusion room. Removal from lessons or from school will be followed by a period of reflection supported by clear targets aimed at supporting the student so that he/she can be reintegrated back into lessons.

Students may also be supported by a form tutor, Head of Year or SLT report, or a Personal Support Plan. Targets will be set and the report / plan will be checked daily.

Behaviour outside the classroom and around the school site

The School hold the following expectations for all students:

- They follow instructions from staff.
- They keep all doorways clear where possible.
- They always use appropriate staircases and entrance/exits.
- They enter and exit the classroom when told to do so by a member of staff.
- They use designated toilets before the start of the school day and at break and lunch times
- They report any incidents to member of staff on

- They follow appropriate procedures when notified of incidents.

3.3 Off Site Direction

As a strategy to improve behaviour, the governing body of the school may direct a student off site to be educated at another mainstream school or alternative provision for a given period of time in an attempt to improve the student's behaviour. Level 1 and 2 Off-Site Directions are for a limited period of time for up to 10 days. A level 3 Off Site Direction can lead to a managed move to another school. Students will be dual registered for up to 12 weeks and if the move is successful, they will then be placed on the other school's role after this probation period. Regular reviews will take place between the schools and parents to ensure that it is meeting the objectives and adapt accordingly.

4.0 Suspension and Exclusion details

Behaviour resulting in a suspension (fixed period of time), or permanent exclusion is rare at St John Payne Catholic School. However, should a student break the school's rules or behave in a way that leads to this highest sanction, the school will follow the Department for Education's statutory guidance.

A suspension is where a student is not allowed into school for a specified number of school days. INSET days, bank holidays, weekends and any day where teaching is not taking place are not included.

4.1 Returning from a suspension

The following measures may be implemented upon return from a fixed-term suspension:

- Agreeing a behaviour contract on reintegration, such as a Pastoral Support Plan (PSP)
- Putting a student on report to monitor behaviour
- Internal isolation
- Engaging external agencies for further support
- Part-time timetables for the minimum time necessary

The Headteacher is the only member of staff with authority to issue a suspension or exclusion in respect of behaviour inside or outside of school. Any suspension will be communicated to the parent/carer on the day it is issued, normally by the Head of Year or senior member of staff. In the absence of the Headteacher, one Deputy Headteacher will be assigned this responsibility and may suspend a student

if the Headteacher is not on the school site or is not available to make this decision.

Permanent exclusion should only be used in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Examples of such behaviour would include persistent defiance, serious violence, drugs and bringing weapons into school.

The Headteacher will use permanent exclusion as a last resort in response to serious or persistent breaches of the school's behaviour for learning policy, and if allowing the student to remain in school would seriously harm the education or welfare of others.

Before deciding whether to exclude a student, either permanently or to suspend for a fixed period, the Headteacher will consider all the relevant facts and evidence on the balance of probabilities to determine whether it is more likely than not that a fact is true. This should be applied rather than the criminal standard of 'beyond reasonable doubt'.

- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEND)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked- after child (LAC))
- Consider whether the child is from a vulnerable group or has a protected characteristic

4.2 Informing parents

If the Headteacher decides to suspend or permanently exclude a student, parents will be informed of the period of the suspension or, for a permanent exclusion, the fact that this is a permanent exclusion and the reason(s) that have informed the decision. Parents will also be informed of their rights to make representations about the exclusion to the governing board and how these representations may be made.

Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a student, parents (or the student if they are 18 years old) will be informed of their right to attend the meeting, be represented (at their own expense) and to bring a friend.

4.3 The Headteacher will also notify parents that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier),

the parents are legally required to ensure their child is not present in a public place during school hours without a good reason.

- Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

4.4 The Headteacher will notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude.
- Any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for more than 5 school days in a term
- Any suspension or permanent exclusion which would result in the student missing a National Curriculum test or public exam.

In exceptional cases, usually where further evidence has come to light, a further fixed-term suspension or permanent exclusion may be issued.

4.5 Informing the local authority (LA)

The Headteacher will notify the LA of all suspensions and permanent exclusions, regardless of the length of a suspension. The notification will include:

- The reason(s) for the suspension or permanent exclusion.
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent.

During the first 5 days of a suspension the Headteacher will ensure that achievable and accessible work is set and marked for the student. This may be via online pathways such as Show My Homework or Oak Academy. If the student has a special educational need or disability, the Headteacher will make sure reasonable adjustments are made where necessary. On the sixth day of exclusion, appropriate full-time education will be provided by the Local Authority.

For a permanent exclusion, if the student lives outside the LA in which the school is located, the Headteacher will also inform the student's 'home authority' of the exclusion.

4.6 Considering the reinstatement of a student

The board of governors will establish a representative panel to conduct a hearing in accordance with the terms of latest statutory guidance from the DfE. The panel will decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the student's total number of days out of school to more than 15 in a term; or
- It would result in a student missing a public exam or National Curriculum test

Where the suspension does not bring the student's total number of days of suspension to more than 5 in a term, the board of governors is not required to arrange a meeting with parents, and cannot direct the Headteacher to reinstate the student.

Where the student has been suspended for more than 5 days, but less than 16 days in a single term, and the parents make representations to the board, the board will decide on the reinstatement of a suspended student within 50 school days of notice of the suspension.

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:

- Parents, or the student if they are 18 or over (and, where requested, a representative or friend)
- The student, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend).
- The Headteacher
- The student's social worker, if they have one

The governing board will try to arrange the meeting within the statutory time limits set out above at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

If parents do not make representations, the board is not required to meet and cannot direct the Headteacher to reinstate.

4.7 Independent review

An IRP is convened to review the governing board's decision not to reinstate a permanently excluded student. It must decide whether the governing board's decision was flawed owing to illegality, irrationality or procedural impropriety. The panel will consider the interests and circumstances of the excluded student with regard to other students and school staff.

If parents/carers apply for an independent review within the legal timeframe regarding a permanent exclusion, the Local Authority will arrange for an independent panel to review the decision of the governing board. Applications for

an independent review must be made within 15 school days of notice being given to the parents by the board of governors of its decision to not reinstate the student, or if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

The Independent Review Panel does not have the power to direct the governing board to reinstate an excluded student. However, it can direct the governing board to reconsider its decision.

5. Support Systems

In addition, the School has developed a wide range of pastoral/academic initiatives to support students with regard to their behaviour and achievement. These include:-

- Form Tutors
- Form Buddies
- Student Peer Mentors
- School Chaplain
- Pastoral Assistants
- Action and advice by Heads of Year
- Special Educational Needs Support
- Counsellor from the Brentwood Catholic Children's Society
- A range of outreach support services provided by Essex County Council
- Healthhub

As a School, we recognise the importance of establishing a constructive and mutually supportive relationship with parents/carers. We therefore aim to establish clear communications between home and School when behavioural concerns arise. Through meetings and other forms of communication, the school seeks to employ the resources at our disposal to resolve such issues. In the main, such communication will be via our Heads of Year. The School has also a published complaints procedure.

Related Policies Included in our School Discipline and Behaviour Policy

Appendix A – School Discipline & Student Behaviour Policy Table

Appendix B – Drugs

Appendix C – Anti bullying

Appendix D – Mobile Phone

Appendix E – ICT Acceptable Use

Appendix F – School Uniform

Appendix G - Use of Reasonable Force to Control or Restrain Students

Appendix F - Home school agreement

Level		Behaviour instances	Sanction	<p><i>Discipline with dignity</i></p>  <p>Behaviour for Learning <i>Boundaries set with compassion</i></p> <p>Core Values:</p> <ol style="list-style-type: none"> <i>Display respect, sympathy & compassion at all times.</i> <i>Always give of your best.</i> <i>Uphold the ethos of the school in all that you do.</i>
Class teacher	B1	<ul style="list-style-type: none"> ○ Low Level/Minor disruptions ○ Not meeting classroom expectations ○ Lack of effort in class 	<ul style="list-style-type: none"> ✓ Verbal notice given ✓ Not recorded on Edulink 	
	B2	<ul style="list-style-type: none"> ○ Repeated disruption despite notice ○ Work/homework not completed 	<ul style="list-style-type: none"> ✓ Class teacher detention ✓ (break or lunch) 15mins- 30mins ✓ Record B2 on Edulink with comments indicated when the detention is set for 	
	B3	<ul style="list-style-type: none"> ○ Continuous disruption despite B2 warning ○ Missed detention ○ Truancy (1 lesson) ○ Mobile phone misuse ○ Expectations card full/failure to produce 	<ul style="list-style-type: none"> ✓ Removal from lesson to the exit room within faculty ✓ Record B3 on Edulink selecting the next day 1-hour detention slot ✓ Phone call to parent by teacher setting detention (email if no response) ✓ Other- B3 detentions to be set for listed sanction 	
HOD/H OY/SLT	B4/B5	<ul style="list-style-type: none"> ○ Refusal to move to exit room ○ Persistent or extreme defiance ○ Refusal to follow instructions in exit room, continued poor behaviour. 	<ul style="list-style-type: none"> ✓ Social lunch inclusion (5 lunch sessions) ✓ Fixed term inclusion (days dependent on scenario – see tariff) ✓ Fixed Period Suspension (days dependent on scenario – see tariff) ✓ Off-site direction 	
*Every incident must be taken on its own merit and promptly recorded onto Edulink				

<p>B1 Class teacher Verbal Notice Name recorded on board</p>	<ul style="list-style-type: none"> ○ Not meeting classroom expectations ○ Low Level/minor disruptions ○ Lack of effort in class 	<p>B4 Middle Leader & Pastoral Lead Incident written on Edulink</p>	<ul style="list-style-type: none"> ○ Refusal to move to exit room ○ Refusal to follow instructions in exit room, continued poor behaviour. ○ Intimidating behaviour ○ Rudeness or walking away from a member of staff ○ Deliberate refusal to follow an adult's instructions ○ Persistent uniform infringements ○ Disrespect towards the school environment ○ Refusal to hand over banned items (mobile phone, etc) ○ Deliberately offensive behaviour towards a fellow student ○ Repeated instances of derogatory or inflammatory behaviour ○ Multiple truancy in a day ○ Discriminatory comment (Racist/sexist/homophobic etc.) Language of an offensive intolerant nature ○ Defiance/rudeness/walking away from member of staff ○ Intimidating/threatening behaviour ○ Repeated use of a banned item on school grounds (Vape, etc) ○ Offsite without permission/Repeated Truancy
<p>B2 Class Teacher Break or Lunch detention Incident written on Edulink</p> <p><i>Take up time outside class if needed</i></p>	<ul style="list-style-type: none"> ○ Repeated disruption despite notice ○ Work/homework not completed despite extension 		
<p>B3 Class Teacher After School Detention</p> <p>Parents informed by phone Incident recorded on Edulink</p>	<ul style="list-style-type: none"> ○ Continued disruption despite B2 notice ○ Missed detention ○ Failure to complete homework ○ Truancy (1 lesson) ○ Mobile phone misuse ○ Expectations card full/failure to produce 	<p>B5 SLT Could lead to Internal or permanent suspension</p> <p><i>*Off-site direction may also be used as a behavioural strategy</i></p>	<ul style="list-style-type: none"> ○ Threatening, or, aggressive behaviour ○ Bullying/Harassment (Cyber bullying) ○ Banned substances in school ○ Harassment ○ Minor/serious assault ○ Persistent high-level disruption ○ Possession of a weapon (eg. pen-knife) ○ Damage to school property/smoking/vaping on school property

Appendix B

St John Payne Catholic School Drugs Policy

Background

DfES circular 4/95 suggests that “all school policies on behaviour and discipline should include a clear statement of the school’s attitude to illegal drugs and other substances open to misuse and of the disciplinary measures which will be applied to drug related incidents”.

Definition: “illegal drugs” are taken here to mean drugs in all categories, such as cannabis, ecstasy, amphetamines, heroin, crack/cocaine, LSD etc.

The Aim of the policy

The aim of this policy is to acknowledge and clarify the schools’ role in drug prevention and education and ensure it is appropriate to students’ needs. The policy also provides information and guidance about drug education, as well as procedures to respond to any drug-related incident, for students, teachers, support-staff and outside agencies or individuals.

Principles of the Policy

The Governing Body believe that the possession and or use of such drugs in school, during the school day or while travelling to or from school is very serious and will be dealt with accordingly. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto school premises during the school day, or while students are on school visits.

The principles that inform the drugs policy and internal procedures are based on concern about the health, wellbeing and safety of the school community as a whole as well as individual students.

The school is aware that different groups of people may have some involvement in reacting to a drug-related incident. These could include the Headteacher, students, teachers, governors, parents, police and drug counsellors. Each may require particular information before deciding on how to respond and may have varying concerns, rights and responsibilities.

This policy applies at all times to the school premises, school transport, as well as school visits/trips/fieldwork and residential.

Statutory duty of the school

The Headteacher takes overall responsibility for the policy and its implementation, for liaison with the governing body, parents, LA and appropriate outside agencies. The Headteacher will ensure that all staff dealing with substance issues are adequately supported and trained.

Legal Obligations

There is no legal obligation for the Headteacher to inform the Police regarding a drug related incident although the Department for Education recommends that calling the Police would be appropriate.

A school cannot knowingly allow its premises to be used for the production or supply of any controlled drug (e.g. the preparation of, or smoking of cannabis). Where it is suspected that substances are being brought onto, exchanged, bought or sold on the premises, details regarding those involved, as well as much information as possible, may be passed to the police.

The Headteacher will make an informed decision relating to the nature and circumstance of any incident and act appropriately with the interest of the school, the student and his/her family/carers of paramount importance.

Identifying a Situation

The staff at St. John Payne Catholic School will become familiar with the following warning signs that illegal drug abuse may exhibit. The list is not finite:

- changes in attendances
- decline in performance in school and homework
- mood swings, restlessness or irritability
- reports from parents/carers that unusual amount of time is spent away from home
- excessive spending or borrowing of money
- stealing money or goods
- excessive tiredness, without obvious cause
- no interest in physical appearance
- sores or rashes especially on the mouth or nose
- lack of appetite
- over-use of scents, colognes etc. to disguise the smell of drugs.

Drugs Education

Drugs education in St. John Payne Catholic School will be delivered both by cross curricular themes and within the PSHE programme. Drugs education in the school will be co-ordinated by the PSHE co-ordinator and will:

- Help students to gain an understanding of drugs and appropriate drug use
- Dispel myths
- Provide accurate information
- Clarify values and attitudes

Our aims are:

- To raise self-esteem
- To enable informed choice
- To help students manage personal, social and emotional development and change.
- To develop personal and social skills
- To explore strategies for healthy lifestyles.

On the whole, it will be teachers who will teach drug education but, where appropriate, outside visitors may contribute. Such visitors should be used in a planned way and their contributions be evaluated. Teachers will have access to ongoing advice, support and training as part of their own professional development. The school cooperates with agencies such as the LA, Police, health and drug agencies.

Searching

Under the Education and Inspections Act (2006) the Headteacher and authorised staff, have the power to authorise a search of students or their possessions (including bags and lockers) without their consent if there are reasonable grounds for suspecting that the student may have a prohibited item or an item banned by the school. Teachers can also instruct a student to turn out their pockets and discipline them if they refuse to do so. Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

Prohibited items as defined by the DFE are:

- Knives and any form of weapons (including for example laser pens).
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers, cigarettes, e-cigarettes, vapes, disposable vapes etc.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or judged to be inappropriate in school. Reasonable force * may be used to search for prohibited items.

The police will be called where there is a potential danger or risk to the personal safety of the teacher or student. Refusal to be searched If a student refuses to be searched this is a very serious breach of the school's Behaviour for Learning policy. Such a refusal effectively undermines the school's ability to ensure the safety of the school community. The school reserves the right to apply a very significant sanction, up to and including permanent exclusion from school, in response to a student refusing to be searched. * Please see Use of Reasonable Force DfE Guidance – May 2012 9 The Education and Inspections Act (2006) allows school staff to seize any prohibited item found as a result of a search.

They can also seize any item, however found, which they consider harmful or detrimental to school discipline. If a mobile phone is visible in a lesson, or causes disruption in a lesson in any other way, it will be confiscated, and the phone will be returned at the end of the school day by Main Reception. Airpods will also be confiscated if seen and can be collected at the end of the school day from the Main Reception team.

Items of jewellery which are in breach of the school rules (e.g. bracelets, rings, necklaces, non-stud earrings, other piercings) will be confiscated and returned when a parent comes to collect them, or at the end of that half term.

Staff Development

The policy aims to ensure that the approach taken on the issue of drugs is a whole school one and is part of our commitment to and concern for the health and wellbeing of the whole school community. Teachers will need to be confident and skilled to teach drug education and students need to receive up to date, relevant and accurate information as well as support. St. John Payne Catholic School will develop a resource library of drug related information which staff can access. All staff will have access to information about drugs and drug issues through in-house training events. Where relevant to the role of a member of staff more detailed and specific training will be accessed and provided.

Parents and Carers

The St. John Payne Catholic School community consists of caring and cooperative parents and carers and the Governing Body hope that parents who are concerned about their child and drugs will feel they can contact the school for support. The school will wish to ensure that no student is hindered from reaching his or her potential because of drug misuse. However, if specific counselling or specialist help is needed the parent/carer will be informed of appropriate agencies and services.

Implementation of the policy:

In incidents involving substance misuse or supply on the premises during the school day, and following discussion with the student and staff, action will proceed as follows.

- Any medical emergencies will be dealt with
- In cases of substance use/misuse or supply on the premises, during the school day or during school visits etc, the incident will be discussed with the student and a written record taken. Parents and Carers will be informed by the Headteacher as soon as possible. The support of outside agencies will be sought if appropriate
- If, after an investigation, a serious breach of discipline is proven, the Headteacher will make decisions and act as appropriate
- If a young person admits to using or supplying substances off the premises, the appropriate action will be to inform parents and carers and advice or support offered.

Appendix C

St John Payne Catholic School Anti-Bullying Policy

The aim of St John Payne Catholic School's anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at schools.

Bullying is defined as repetitive, intentional hurting of one person or group where the relationship involves an imbalance of power.

The four main types of bullying are:

- physical (hitting, kicking, theft, peer on peer)
- verbal (any verbal insult intended to cause hurt or upset; in particular language of a discriminatory or intolerant nature) or psychological
- it can be face-to-face or online

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Students must be encouraged to report bullying in school.

The Schools' teaching and non-teaching staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Schools duties and Safeguarding

The Department for Education (DfE) has produced guidance for all schools, including academies and free schools, which outlines its duties towards preventing and tackling bullying in schools:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>.

The Education Act 2002 Section 175 placed a legal duty on maintained schools and Local Authorities to safeguard and promote the welfare of children.

The Government has also issued statutory guidance under s175 called Keeping children safe in education September 2019. This applies to all schools including academies, free schools, alternative provision, maintained nursery schools and independent schools. It describes what schools and colleges should comply with. Schools also have obligations under the statutory guidance Working Together to Safeguard Children 2019. 'Safeguarding' covers more than child protection. The guidance states that it specifically covers issues such as health and safety and bullying.

A failure to have necessary arrangements in place under section 175 may be grounds for the Secretary of State to act against a Local Authority or Governing Body.

Some incidents of bullying may also be a child protection issue. A bullying incident should be addressed as a child protection issue under the Children Act 1989 when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. These concerns must be reported to the member of staff in school responsible for child protection and then reported to the local authority's children's social services. Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures must be communicated to all pupils, school staff and parents. Under the Public Sector Equality Duty of the Equality Act 2010, schools and childcare providers must take steps to prevent and respond to discriminatory language.

Schools have the powers to intervene in bullying incidents outside of the school ground including on home-to-school transport, in the community and online.

Most bullying incidents are not crimes. But some types of bullying are illegal and should be reported to the police. This includes bullying that involves violence or assault; theft; harassment and intimidation over a period of time including calling someone names or threatening them, making abusive phone calls, and sending abusive emails or text messages (one incident is not normally enough to get a conviction); and anything involving hate crimes.

Some cyberbullying activities could be criminal offences under a range of different laws, including the **Malicious Communications Act 1988** and the **Protection from Harassment Act 1997**. There have been some instances of such prosecutions in the UK.

The Headteacher **must** follow through and adopt the policy and all students, parents and teachers should be notified of it once it has been decided.

Pupils should be involved in both the drafting of their anti-bullying policy and its monitoring, by being encouraged to discuss the policy and its effectiveness. Involving pupils in this way is compatible with children and young people's rights to participate under Article 12 United Nations convention on the Rights of the Child 1989.

Section 89 of the Education and Inspections Act 2006: s89

Determination by Headteacher of behaviour policy

(1). The Headteacher of a relevant school must determine measures to be taken with a view to-

- a. promoting, amongst pupils, self-discipline and proper regard for authority,
- b. encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- c. securing that the standard of behaviour of pupils is acceptable,
- d. securing that pupils complete any tasks reasonably assigned to them in connection with their education
- e. otherwise regulating the conduct of pupils.

(2). the measures, which the Headteacher determines under, subsection (1). May, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

(3). the measures determined by the Headteacher under subsection (1) must be publicised by him in the form of a written document as follows-

a) He must make the measures generally known within the school and to parents of registered pupils at the school, and

b) He must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

Students

Students who have been bullied will be supported by:

- offering an opportunity to discuss the experience with a form tutor or member of staff of their choice
- offering continuous support
- restoring self-esteem and confidence
- students in year 7 & 8 may be supported by the peer mentors or form buddies

Students who have bullied will be helped by:

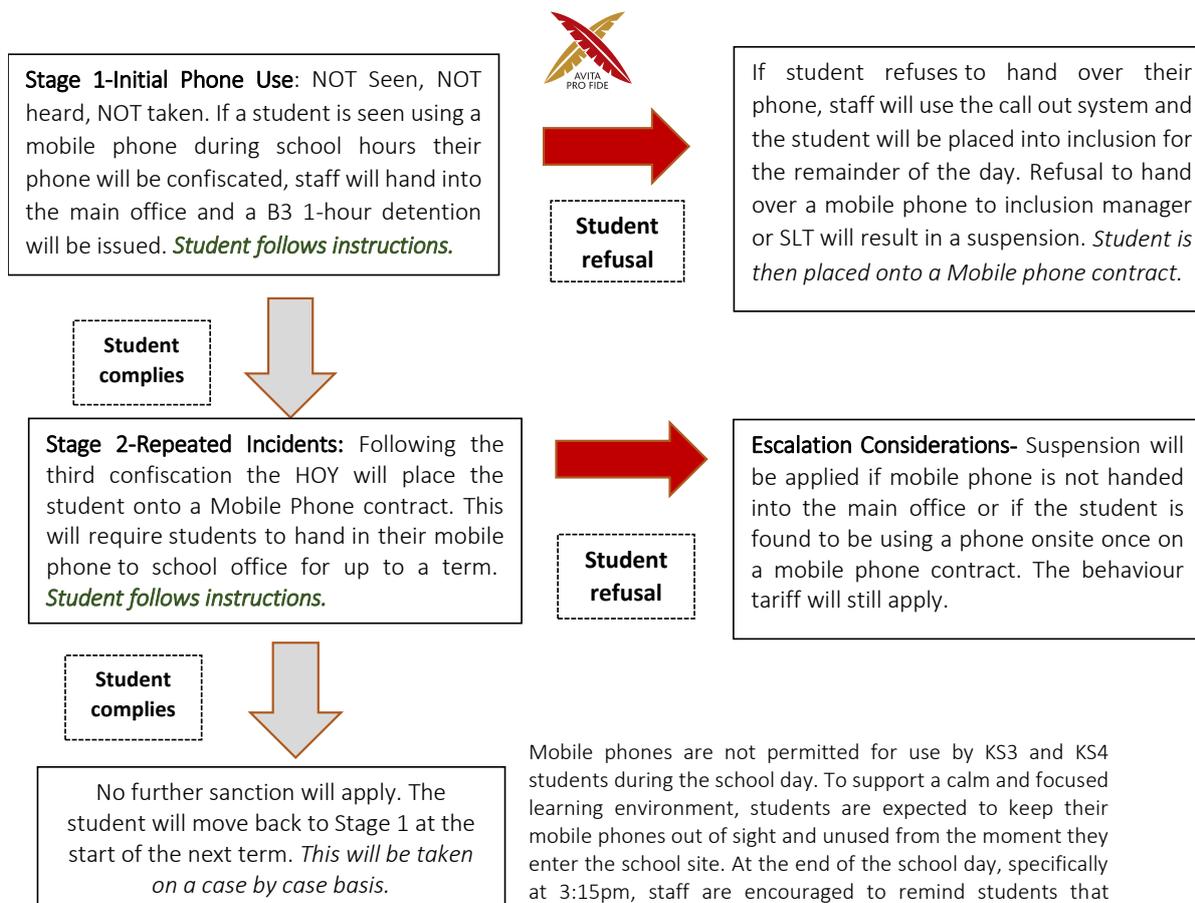
- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the student.

The following disciplinary steps can be taken, in line with the school discipline and student behaviour policy:

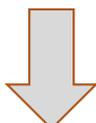
- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- internal suspension
- fixed term suspension
- permanent suspension.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE programme, form tutorial time, assemblies and subject areas, school expectations will be made clear to students as appropriate, in an attempt to eradicate such behaviour.

St John Payne Catholic School- Mobile Phone Policy



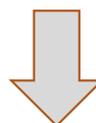
Student refusal



Student complies



Student refusal



Student complies

Mobile phones are not permitted for use by KS3 and KS4 students during the school day. To support a calm and focused learning environment, students are expected to keep their mobile phones out of sight and unused from the moment they enter the school site. At the end of the school day, specifically at 3:15pm, staff are encouraged to remind students that phones should remain out of sight until they have exited the

school premises. During extra-curricular clubs, students may use their phones to contact parents if needed, with staff discretion.

The mobile phone policy is designed to be clear and supportive, operating in stages to help students make positive choices. **Stage 1** addresses **initial phone use**. The expectation is that phones are not seen and not heard. If a student is seen using a mobile phone during school hours, staff should confiscate the phone and hand it into the main office. The student will receive a B3 one-hour detention. If the student complies with the instruction, no further action is needed. If the student refuses to hand over their phone, staff should use the call-out system. The student will be placed in Inclusion for the remainder of the day. If the student continues to refuse to hand over the phone to the Inclusion Manager or a member of SLT, a suspension will be issued and the student placed onto a mobile phone contract.

Stage 2 applies to **repeated incidents**. After a third confiscation, the Head of Year will place the student on a Mobile Phone Contract. This contract requires the student to hand in their phone to the school office each day for a period of up to one term. If the student follows this instruction, no further sanction will be applied. At the start of the next term, the student will return to Stage 1. **Escalation considerations** include the possibility of suspension if a student fails to hand in their phone while on a Mobile Phone Contract or is found using a phone on site during this period. In all cases, the behaviour tariff will continue to apply. This approach aims to promote consistency, fairness, and a shared understanding of expectations across the school community.

Appendix E

St John Payne Catholic School ICT Acceptable Use Policy

St John Payne Catholic School has ICT facilities that are made available to students to further their education and to staff to enhance their professional activities including teaching, research, administration and management. St John Payne Catholic School's ICT Acceptable Use Policy has been drawn up to protect all parties – the students, the staff and St John Payne Catholic School. St John Payne Catholic School reserves the right to examine or delete any files that may be held on its computer system & to monitor e-mail and any Internet sites visited by users.

Students are expected to abide by the following points:

- I will only use ICT systems in school, including the internet, e-mail, digital video, mobile technologies, etc. for school purposes.
- I will not download or install software on school technologies.
- I will only log on to the school network/ Learning Platform with my own user name and password.
- I will log out at the end of a session.
- I will follow the school's ICT security system and not reveal my passwords to anyone.
- I will make sure that all ICT communications with students, teachers or others is responsible and sensible.
- I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
- I will not give out any personal information such as name, phone number or address. I will not arrange to meet someone unless this is part of a school project approved by my teacher.
- Images of students and/ or staff will only be taken, stored and used for school purposes in line with school policy and not be distributed outside the school network without the permission of the e-Safety coordinator
- I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, students or others distress or bring into disrepute.
- I will respect the privacy and ownership of others' work on-line at all times.

- I will not attempt to bypass the internet filtering system.
- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available to my teachers.
- I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/carer may be contacted.

Appendix F

St John Payne Catholic School Uniform Policy

St John Payne Catholic School uniform symbolises respect for authority and order, as well as the idea of basic equality. Parents and carers are responsible for assuring that their children are appropriately dressed. Students are expected to be tidy at all times and should wear their uniforms in a manner that reflects pride in themselves and in their school.

All students in Years 7 to 11 are required to wear uniforms to and from school as well as during the school day. Sanctions will be imposed on those students who fail to comply. Occasionally students are exempted from the uniform code because of a non-uniform day.

Sixth form students are part of the whole School Community and should dress in a way that allows for their individual style to be a part of their appearance, whilst also taking into consideration that they are role models to the lower school students. Whilst there are some constraints on what is acceptable dress in school, students should be smartly presented and understand that their dress should reflect that worn by the rest of the school community.

Details of the school uniform can be found on the school website.

Appendix G

St John Payne Catholic School Use of Reasonable Force to Control or Restrain Students

The policy adheres to **Guidance on the use of Physical Intervention, including other physical contact in all Education Establishments in Essex Local Authority** published in May 2011 (available from the school office).

Further guidance includes:

1. Guidance for Safe Working Practices for the Protection of Children and Staff in Education Settings
<http://www.teachernet.gov.uk/docbank/index.cfm?id=8200>
2. DfES Guidance 'Safeguarding Children in Education'
<http://publications.teachernet.gov.uk/eOrderingDownload/DfES00272004.pdf>
3. Children's Act 2004 <http://www.opsi.gov.uk/acts/acts/2004/20040031.htm>
4. DfES Guidance Ref. LEA/0264/2003 'Guidance on the use of Restrictive Physical Intervention for Students with Severe Behavioural difficulties
5. <http://www.teachernet.gov.uk/wholeschool/sen/schools/piguide/pisec1/>
6. DfES Guidance Ref: LEA/0242/2002 'Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders'
<http://www.teachernet.gov.uk/doc/6059/PI%20Guidance.pdf>

Authorised staff

This guidance applies to all members of school staff at school. It also applies to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students of school-organised visits.

The authorisation applies at any time when a person has control or charge of a student whilst in school, on a field trip, local visit or other out of school activity.

Policy

Within the requirement of the duty of care that school staff have to their students, authorised staff may use reasonable force to prevent a student:

- committing an offence.
- causing injury to others, to themselves, or damage to property.

Use of physical intervention must be the final option and should only be engaged once all other attempts to defuse and settle a situation have proved ineffective, such as ordering the student to stop, reasoning with the student as the situation dictates, removing other students from the area for their safety.

Authorised staff must be mindful of the following when deciding to use physical restraint:

- will the use of force exacerbate the situation, resulting in further injury to the teacher, the student or other students? For example, if a student is restrained from leaving a room.
- will it set a poor example for other children.
- will it unduly distress the student or other students.

Guidance on deciding appropriate action

The following are examples of situations where the use of reasonable force may be appropriate – it is not exhaustive and does not suggest that such situations are always requiring of the use of physical restraint:

- students fighting.
- a student engaged in activity which poses a physical threat to others.
- a student engaged in or on the verge of committing deliberate damage to property.
- a student running in a confined or enclosed area in a way which might cause an accident likely to injure him/herself or others.
- a student who is seriously disrupting a lesson by throwing things or physically interfering with others.
- a student absconding from class or trying to leave school but only if the student could be at risk if not kept in the classroom or school.
- when outside the school to prevent a student running or stepping off a pavement onto a busy road.

The use of force should never be used to prevent a student from committing a trivial misdemeanour such as dropping litter, queue jumping or shouting. The use

of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force.

The use of any degree of physical contact should never be used to punish a student or deliberately cause pain, injury or humiliation. It is unlawful to use physical contact in this way.

Application of force

Where it is deemed necessary to use physical force an authorised member of staff must not do so in a way that might reasonably be expected to cause injury. For example, by:

- holding a student around the neck, or by the collar, or in any other way that might restrict the ability to breathe.
- slapping, kicking or punching the student or striking the student with an object.
- twisting or forcing limbs against a joint.
- tripping up a student.
- holding or pulling a student by the hair.

Acceptable intervention would include:

- physically interposing him or herself between the students or blocking a student's path;
- holding, pushing, pulling or leading by the arm;
- shepherding a student away by placing a hand in the centre of the back;
- using classroom furniture to restrict movement.

Procedure

If a student is behaving in a way that might be deemed appropriate for intervention the following procedure should be adopted:

1. Use strategies and techniques to defuse the situation.
2. Send for assistance to adjoining rooms and senior staff.
3. Consider removing other students from the area.
4. Continue attempts to defuse the situation.
5. Instruct the student to stop, explaining the consequences of failing to comply, including making clear that restraint may be used.
6. Adopt a calm, measured approach so as to not give the impression that you have lost your temper or intend to punish the student.
7. Immediately following any use of physical restraint, the reporting procedure should be completed.

Reporting an incident

Immediately following the incident, a senior member of staff must be informed. As soon as possible afterwards an incident form (appendix Fi) should be completed and sent to the Headteacher or Deputy Headteachers for filing in the incident folder.

Action following an incident

As soon as possible following an incident, the member of staff involved will meet with the Headteacher or a member of senior staff designated by the Headteacher, unless it is the Headteacher then the meeting will be held with the Chair of Governors.

The meeting will be conducted in order to:

- Provide an opportunity for the member of staff to reflect upon the incident.
- Allow the member of staff to express their feelings.
- Offer the member of staff support and constructive feedback.
- Provide an opportunity for the member of staff to identify what they think will be a way forward for both themselves and the student.

The Headteacher or member of staff designated by the Headteacher will meet with the student in order to:

- Explore the student's point of view.
- Share the views of the member of staff.
- Explore alternative behaviour in future situations.

The date and time of the meetings should be recorded on the incident report form and a copy of the interview notes should be filed with the report form.

The Headteacher will write to the parents or carers of the student requiring restraint to make them aware of the incident and invite them to discuss the situation further. The letter to the parent will:

- Be factual
- Not use the authorised person's name or the names of other students involved
- Refer to appropriate law or regulations.
- Refer to this school policy.

As we have a Duty of Care to prevent physical harm to students and staff and to promote good discipline and behaviour, the action by the member of staff was fully compliant with Section 550A of the Education Act 1996 in force from 1.9.98. The Act lists occasions when authorised persons may use force to control students as:

- Prevention of an offence.
- Prevention of personal injury or damage to property.
- Prevention of behaviour prejudicial to good order and discipline.

Appendix H

Saint John Payne Catholic School Home School Agreement

At St. John Payne Catholic School, the fundamental concern is with the wellbeing of the individual and the Catholic Community as a whole.

We believe that parents are the first and foremost educators of their children and that we are called to support them in their God given task. Each child in our school is valued and encouraged to achieve human wholeness - spiritually, morally, emotionally and academically in a happy, secure Christian environment. Based on the spirit of Vatican II:

TOGETHER WE WILL COMMIT OURSELVES

NOT ONLY TO

Ensure all our children benefit from a broad, balanced, relevant and differentiated curriculum

BUT ALSO TO

Carry out our work in line with our Catholic ethos. Ensure that the school is a happy place to be.

Remember that each person is God's work of art and God's creation being made in His image and likeness.

Recognise that we are co-creators in the building of God's kingdom.

Recognise that the purpose of life is "to know God, to love Him and to serve Him in this world and to be happy with Him forever in the next".

This agreement outlines the school's expectations of parents and students and sets out what we do as a school to ensure that all students are given the best possible chance of a good all-round education, an enjoyable time in a large, diverse school and an understanding of community.

HOME SCHOOL AGREEMENT

	As parent(s) I/we will make every effort to:	As a student I will make every effort to:	As a school will make every effort to:
Being prepared for school	<ul style="list-style-type: none"> >send my child to school in the correct uniform and ensure that my child has the correct equipment for school. 	<ul style="list-style-type: none"> >wear full school uniform according to the school dress code. >bring the correct equipment for school. >bring all appropriate equipment for the day. 	<ul style="list-style-type: none"> >ensure students know about appropriate uniform and how to wear it. >ensure students know what equipment is required. >apply the regulations concerning school uniform and dress code.
Attendance and punctuality	<ul style="list-style-type: none"> >ensure my child attends punctually. >recognise the need to limit absences. (i.e. take holidays out of school time) ..inform the school about absences on the first day. >Inform the school on the first day that my child is going to be absent for any reason and follow this up with a written explanation, supported by medical evidence, if required; >ensure holidays are not taken during term time; 	<ul style="list-style-type: none"> >attend school regularly and on time. 	<ul style="list-style-type: none"> >expect and require full attendance and punctuality. >record attendance and inform you of any irregularities and address any concerns.
Class and work	<ul style="list-style-type: none"> >take an interest in the work of my child >praise and encourage my child to do his/her best >ensure that my child attempts all set homework and create appropriate conditions for my child to do their homework and ensure that the work is done. >to support the school's strategies to help my child progress and prepare for exams. 	<ul style="list-style-type: none"> >concentrate and participate to the best of my ability in all lessons. >do my classwork and homework to the best of my ability; >be polite and respect my peers, staff and all other members of the school and wider community; 	<ul style="list-style-type: none"> >endeavour to prepare students for a range of subjects that will allow them to realise their full potential. >Deliver a range of strategies to support learning, enable students to catch up and prepare for exams;

<p>Behaviour</p>	<p>>read, and ensure that my child adheres to, the standards of behaviour outlined by the school's behaviour policy. >encourage my child to act in accordance with the Christian ethos of the school at all times. >support the school's policy on school uniform and behaviour.</p>	<p>>read and adhere to the standards of behaviour outlined by the school's behaviour policy >act in accordance with the Christian ethos of the school at all times. >comply with the school rules. keep the school free from litter and graffiti; >respect school property and equipment. >act appropriately at all times when using any form of social media, ensuring that I do not act in any way that would reflect negatively on the school or myself. >act appropriately when outside of school, wearing my school uniform and to understand that my behaviour reflects on the reputation of the school.</p>	<p>>expect students and parents to read and adhere to standards of behaviour outlined by the school's behaviour >expect students to act in accordance with the Christian ethos of the school at all times. >promote the best possible learning atmosphere for everyone. >invite you to discuss matters of concern.</p>
<p>Pastoral Support</p>	<p>>inform the school, via the HOY, of any problems likely to affect my child's learning.</p>	<p>>inform a teacher if I have any worries or concerns.</p>	<p>>listen and respond appropriately to any worries, anxieties or concerns.</p>